

The following General Music K-8 alignment with Iowa Core was developed to provide guidance with the 21<sup>st</sup> Century Universal Constructs: Critical Thinking, Effective Communication, Creativity, Collaboration, Flexibility and Adaptability, and Productivity and Accountability.

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## General Music K-2 Primary Elementary Grades

Curricular Area	Essential Concept or Skill Set
Music	<p>1. Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product. (effective communication, collaboration, creativity, productivity/accountability)</p> <ul style="list-style-type: none"> <li>shows ability to employ a singing voice by singing responses to questions that are sung in the context of singing games</li> <li>develops pitch matching skills, alone and in groups</li> <li>creates expressive movement to accompany a song or recording</li> <li>uses expressive speech and articulation to tell a story</li> <li><i>practices</i> creative movement alone and in groups</li> <li>develops a movement vocabulary</li> </ul>
	<p>2. Uses instruments and body percussion to effectively communicate, collaborate with a group, and produce a musical product. (effective communication, creativity, collaboration, productivity/accountability)</p> <ul style="list-style-type: none"> <li>performs with the group by maintaining the beat shared by the group</li> <li>explores various levels of body percussion (claps, snaps, pats, stamps)</li> <li>performs steady beat and simple rhythmic patterns on untuned percussion</li> </ul>
	<p>3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process. (critical thinking, creativity, collaboration, flexibility/adaptability, productivity/accountability)</p> <ul style="list-style-type: none"> <li>improvises musical answers by singing or playing instruments in response to</li> </ul>

	<p>musical questions</p> <ul style="list-style-type: none"> <li>organizes familiar rhythmic and melodic elements into original patterns, using speech and graphic notation</li> <li>transfers creations to an instrument and/or voice</li> </ul>
	<p>4. Demonstrates literacy by reading and notating music fluently using appropriate processes and systems (effective communication, collaboration, productivity/accountability)</p> <ul style="list-style-type: none"> <li>uses an established notation system to read and notate simple rhythm patterns.</li> <li>uses a staff to read and notate simple melodies with a controlled number of pitches.</li> <li>uses iconic notation to help tell a story, providing sounds that are appropriate to the icons</li> </ul>
	<p>5. Listens, responds, describes, analyzes and evaluates music critically. (critical thinking, creativity, collaboration, productivity/accountability)</p> <ul style="list-style-type: none"> <li>creates a dance based on the form of a simple ABA musical example</li> <li>compares and contrasts two performances of the same song, and is able to articulate how they are the same or different</li> <li>describes the mood or purpose of a song by drawing conclusions based on knowledge of musical style---for example, is able to articulate why a song is a good lullaby.</li> <li>expresses preference for songs using musical terms</li> </ul>
	<p>6. Recognizes and respects the commonality and diversity among the cultures and histories of the world through musical experiences. (effective communication, flexibility/adaptability)</p> <ul style="list-style-type: none"> <li>performs music from a variety of world cultures in an authentic manner</li> <li>performs music from different cultures, and is able to articulate how the songs are alike and different</li> <li>listens to music from various cultures: Mexico, Japan, Africa, etc.</li> <li>identifies the likely origin of the music, using musical terms</li> </ul>
	<p>7. Connects music with other disciplines while preserving the integrity of authentic musical learning experiences. (critical thinking, creativity, flexibility/adaptability)</p> <ul style="list-style-type: none"> <li>incorporates drama and visual arts into a performance</li> <li>incorporates iconic symbols and other discipline connections</li> </ul>

## General Music 3-5 Upper Elementary Grades

Curricular Area	Essential Concept or Skill Set
<b>Music</b>	<p>1. Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product. (effective communication, collaboration, creativity, productivity/accountability)</p> <ul style="list-style-type: none"> <li>sings alone and with others, using accurate pitches, a variety of ethnic, folk, and patriotic songs</li> </ul>

	<ul style="list-style-type: none"> <li>• uses rhythmic speech as a performance element or as a tool in learning rhythmic patterns</li> <li>• incorporates movement or dance into a performance product to enhance the message of the music</li> <li>• accumulates additional movement vocabulary and skills through creative movement and folk dance</li> </ul>
	<p>2. Uses instruments and/or body percussion to effectively communicate, collaborate with a group, and produce a musical product. (effective communication, creativity, collaboration, productivity/accountability)</p> <ul style="list-style-type: none"> <li>• creates and performs on both pitched and unpitched instruments; this can include playing barred instruments in C, F, and G pentatonic keys in accompanimental, soloist, and improvisatory styles.</li> <li>• creates and performs in modes, including 'la' based minor.</li> <li>• demonstrates psychomotor/coordination skills essential to all disciplines.</li> <li>• performs rhythmic patterns using 2-4 levels of body percussion</li> <li>• plays untuned percussion in a variety of styles.</li> <li>• plays melodic music using a recorder or other instrument</li> </ul>
	<p>3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process. (critical thinking, creativity, collaboration, flexibility/adaptability, productivity/accountability)</p> <ul style="list-style-type: none"> <li>• improvises vocally and instrumentally various styles of music</li> <li>• uses a variety of media, including technological tools, to compose music utilizing basic musical terminology and compositional technique</li> <li>• applies learned rhythmic, melodic, and formal elements to new compositions, improvisations, and arrangements and transfers them to an instrument or voice</li> <li>• composes and/or improvises movement sequences</li> </ul>
	<p>4. Demonstrates literacy by reading and notating music fluently using appropriate processes and systems (effective communication, collaboration, productivity/accountability)</p> <ul style="list-style-type: none"> <li>• reads, sings, plays, and writes music using standard rhythmic and melodic notation in different tonalities such as pentatonic, major, and minor</li> <li>• reads, notates, and performs music using advanced rhythms in a variety of meters</li> </ul>
	<p>5. Listens, responds, describes, analyzes and evaluates music critically. (critical thinking, creativity, collaboration, productivity/accountability)</p> <ul style="list-style-type: none"> <li>• identifies basic musical forms [such as AB, ABA, Rondo, Theme &amp; Variations] by communicating through writing, drawing, and/or moving</li> <li>• communicates the quality of a performance through writing, discussing, and completing assessment forms using musical terminology</li> <li>• aurally identifies specific rhythmic or melodic elements in recorded music</li> <li>• uses inner voice to silently sing and identify a piece of music</li> <li>• identifies vocal and instrumental timbres</li> </ul>
	<p>6. Recognizes and respects the commonality and diversity among the cultures and histories of the world through musical experiences. (effective communication, flexibility/adaptability)</p> <ul style="list-style-type: none"> <li>• identifies basic genres and styles of music via listening and responding in verbal or written form</li> </ul>

	<ul style="list-style-type: none"> <li>performs music from various time periods and many cultures, while exploring the history and cultural setting of each piece</li> </ul>
	<p>7. Connects music with other disciplines while preserving the integrity of authentic musical learning experiences.(critical thinking, creativity, flexibility/adaptability)</p> <ul style="list-style-type: none"> <li>communicates verbally how music is related to math, geography, and social studies</li> <li>labels various styles of music with certain countries around the globe</li> <li>demonstrates how music reading is related to reading poetry</li> <li>describes various aspects of music production utilizing terms from physics and general science</li> <li>utilizes technology to connect music and other disciplines</li> <li>infuses all arts disciplines (visual arts, dance, music, drama) together into projects</li> </ul>

## General Music 6-8 Intermediate Grades

Curricular Area	Essential Concept or Skill Set
Music	<p>1. Uses song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product. (effective communication, collaboration, creativity, productivity/accountability)</p> <ul style="list-style-type: none"> <li>performs music at a developmentally appropriate level of mastery</li> <li>maintains a vocal singing range and continue to perform in a variety of styles during the adolescent voice change</li> <li>sings in two or more parts of harmony</li> <li>communicates music effectively through creative movement and folk dance</li> </ul>
	<p>2. Uses instruments and body percussion to effectively communicate, collaborate with a group, and produce a musical product. (effective communication, creativity, collaboration, productivity/accountability)</p> <ul style="list-style-type: none"> <li>plays small pieces alone or in groups demonstrating good technique and style</li> <li>performs an individual instrumental part in an ensemble</li> <li>performs, composes, and/or improvises using all levels of body percussion</li> </ul>
	<p>3. Creates music and movement using critical thinking to improvise and compose through a collaborative and flexible process. (critical thinking, creativity, collaboration, flexibility/adaptability, productivity/accountability)</p> <ul style="list-style-type: none"> <li>improvises and/or creates a simple melodic line</li> <li>distinguishes between melody and harmony and create lines for both</li> <li>creates original melodic lines that follow a chord progression</li> <li>improvises advanced rhythmic ideas without losing the pulse</li> <li>uses movement vocabulary and skills to create dances and interpretations of music</li> <li>improvises musical accompaniments to movement and movement accompaniments to music</li> </ul>
	<p>4. Demonstrates literacy by reading and notating music fluently using appropriate processes and systems (effective communication, collaboration,</p>

	<p>productivity/accountability)</p> <ul style="list-style-type: none"> <li>manipulates pitches as a compositional device: sequence, imitation, repetition, melodic ideas and development</li> <li>creates multi-media compositions using computer software</li> <li>utilizes key signatures, scales, and chords</li> <li>reads and notates rhythms and melodies that are grade level appropriate</li> </ul>
	<p>5. Listens, responds, describes, analyzes and evaluates music critically. ( critical thinking, creativity, collaboration, productivity/accountability)</p> <ul style="list-style-type: none"> <li>identifies specified musical concepts while listening to the music</li> <li>listens discriminately and makes informed musical judgments while accepting that the aesthetic response is unique to all individuals</li> <li>uses appropriate vocabulary, media, tools, and processes required to evaluate music</li> </ul>
	<p>6. Recognizes and respects the commonality and diversity among the cultures and histories of the world through musical experiences. (effective communication, flexibility/adaptability)</p> <ul style="list-style-type: none"> <li>recognizes that the aesthetic effect of music is unique to all cultures</li> <li>expresses awareness that historical musical trends have influenced contemporary music</li> <li>researches independently and shares the historical and cultural context of a piece of music</li> <li>listens to and recognizes songs, dances, and instruments from various cultures and regions</li> </ul>
	<p>7. Connects music with other disciplines while preserving the integrity of authentic musical learning experiences.(critical thinking, creativity, flexibility/adaptability)</p> <ul style="list-style-type: none"> <li>demonstrates knowledge of technology in the area of music</li> <li>identifies musical concepts through computer assisted instruction</li> <li>defines, identifies, manipulates, and creates music through the use of computer assisted technology. (ie - composing using a notation program, creating midi sequences, creating music videos, creating and maintaining a classroom website.)</li> <li>communicates ways that music can be integrated into the life of an adult or community</li> <li>infuses various arts disciplines (visual arts, dance, music, drama) together in classroom projects</li> </ul>